

# **Functional Social Studies Standards at a Glance**

## **Goal 1 - HISTORY**

**Students will understand the emergence and development of civilizations over time and place.**

## **Goal 2 – GEOGRAPHY**

**Students will understand the interrelationships of people, places, and the environment.**

## **Goal 3 - CIVICS**

**Students will understand the historical development and contemporary role of governmental power and authority.**

## **Goal 4 - ECONOMICS**

**Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.**

**Goal 1 - HISTORY**

**Students will understand the emergence and development of civilizations over time and place.**

**Indicator 1: Analyze the chronology of various historical eras to determine connections and cause/effect relationships.**

**Benchmarks:**

- a. \* Explore significant characteristics of past and present time periods.
- b. \* Recognize there is chronological order and sequence in history.
- c. \* Explore various cause and effect relationships.

**Functional Standards**

- ☐ 1. Recognizes/identifies one's own past events.
- ☐ 2. Recognizes/identifies one's own past events in relation to events in the family, community, nation, or world.
- ☐ 3. Recognizes/identifies examples of past events in American history.
- ☐ 4. Recognizes/identifies American and world leaders.
- ☐ 5. Recognizes similarities and differences between past and present events.
- ☐ 6. Recognizes/identifies the way of life in particular time periods in history.
- ☐ 7. Identifies why people lived the way they did during various eras of history.
- ☐ 8. Recognizes/identifies various aspects of different cultures both within and across time periods.

- ❑ 9. Identifies why an event or series of events occurred.

**Indicator 2: Evaluate the significance of interactions among cultures and civilizations and the impact on cultural diffusion.**

**Benchmarks:**

- a. \* Recognize the impact of cultural diffusion on the local community.
- b. \* Recognize how different cultures have influenced customs and traditions within the local community.
- c. \* Recognize the importance of preserving and sharing culture.

**Functional Standards**

- ❑ 1. Recognizes/identifies people in the family & community who are the same and different.
- ❑ 2. Recognizes/identifies aspects of one's own culture.
- ❑ 3. Uses appropriate social rules in various school and community situations.
- ❑ 4. Recognizes/identifies people in the state/region who are the same and different.
- ❑ 5. Recognizes/identifies people in the country who are the same and different.
- ❑ 6. Recognizes/identifies people in the world who are the same and different.
- ❑ 7. Recognizes/identifies people in the community who are associated with major holidays/events (e.g. Veteran's Day, Martin Luther King Day).

- ❑ 8. Recognizes/demonstrates the differences in customs of various cultural groups around the world.
- ❑ 9. Recognizes/identifies the individuals important in the development of South Dakota history.
- ❑ 10. Participates in community activities that are associated with major holidays/events.
- ❑ 11. Recognizes/identifies why people in history have migrated to America throughout American history.

<b>Indicator 3: Evaluate the influence of varying values and philosophies on the development of civilization and cultures.</b>
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**Benchmarks:**

- a. \* Compare and contrast the role of major religions within cultures.
- b. \* Compare and contrast value and belief systems within major cultures.
- c. \* Analyze the influence of differing philosophies and religions on the development of various cultures.

**Functional Standards**

- ❑ 1. Recognizes/identifies aspects of one's own characteristics, family, and culture.
- ❑ 2. Recognizes/identifies aspects of classmates' characteristics, family, and culture.
- ❑ 3. Recognizes/identifies aspects of other persons in the school characteristics, families and culture.

- ❑ 4. Recognizes/identifies aspects of other persons in the community's characteristics, family, and culture.
- ❑ 5. Explains the reasons behind his culture-based activities.
- ❑ 6. Explains cultural differences of classmates and people in the community.

**Goal 2 - GEOGRAPHY**

**Students will understand the interrelationships of people, places, and the environment.**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

**Benchmarks:**

- a. The student will be able to use representational means to identify geographical areas.

**Functional Standards**

- ☐ 1. Recognizes/identifies areas within the school area.
- ☐ 2. Recognizes/identifies areas within the community.
- ☐ 3. Recognizes/identifies areas within the region/state.
- ☐ 4. Recognizes/identifies geographical areas in the community through pictures, objects and simple maps.
- ☐ 5. Recognizes/identifies geographical areas in the nation through pictures, objects, simple maps, and globes.
- ☐ 6. Recognizes/identifies geographical areas in the world through pictures, objects, simple maps, and globes.
- ☐ 7. Recognizes resources available to access geographical information.
- ☐ 8. Uses resources available and accesses geographical information.

**Indicator 2:    Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.**

**Benchmarks:**

- a. \*    Analyze the impact of the natural environment on settlement patterns in South Dakota.
- b. \*    Describe ways humans are impacted by the natural environment.
- c. \*    Analyze how past trends in human migration nationwide have impacted communities.

**Functional Standards**

- ☐    1.    Identifies physical features of the community, state, country, and world.
- ☐    2.    Identifies ways people use these physical features for recreation and livelihood (e.g. community, state, country, and world).
- ☐    3.    Identifies instances of human migration.
- ☐    4.    Identifies why humans migrate.
- ☐    5.    Identifies the effects of human migration.

**Indicator 3:    Analyze the impact of Earth's natural processes, patterns, and cycles on various regions of the United States and the world.**

**Benchmarks:**

- a. \*    Analyze how change in the environment can impact people nation-wide.

**Functional Standards**

- ☐    1.    Describes various earth / sun relationships (e.g. day and night, time zones, seasons, and climates).
- ☐    2.    Describes how climate influences people's lives.

**Goal 3 - CIVICS**

**Students will understand the historical development and contemporary role of governmental power and authority.**

**Indicator 1: Analyze the various forms and purposes of government in relationship to the needs of individuals and societies.**

**Benchmarks:**

- a. The student will be able to function successfully in the variety of organizations found in society.

**Functional Standards**

- ☐ 1. States/recognizes/identifies the rules of the classroom/school/organization.
- ☐ 2. Follows the rules of the classroom, school or organization.
- ☐ 3. States/recognizes/identifies/explains the consequences associated with school/class/organization rules.
- ☐ 4. States/identifies how rules of the school/classroom/organization can be changed.
- ☐ 5. Recognizes/identifies local, state, national, and international leaders.
- ☐ 6. Recognizes/identifies ways in which leaders are selected.
- ☐ 7. Recognizes/identifies tasks associated with leadership.
- ☐ 8. Recognizes/identifies traits which are characteristics of a leader.



**Indicator 2: Evaluate the impact of historical events, ideals, and documents on the formation of the United States government.**

**Benchmarks:**

- a. The student will be able to recognize / identify basic principles associated with the American government system.

**Functional Standards**

- ❑ 1. \* Recognizes patriotic symbols and activities (e.g. national flag; “The Star Spangled Banner”; and “Pledge of Allegiance”).
- ❑ 2. \* Recognizes political roles of leaders in the larger community (e.g. the mayor, the governor, the legislators, the congressmen, senators and the president).

**Indicator 3: Analyze the constitutional rights and responsibilities of United States citizens.**

**Benchmarks:**

- a. Explore the strengths and weaknesses of different forms of government.
- b. Explore the distribution of government power and authority.
- c. Explore purposes of political activity.

**Functional Standards**

- ❑ 1. Demonstrates appropriate turn taking.
- ❑ 2. Is aware of his/her personal space and respects that space of others.
- ❑ 3. Takes an active role in personal and classroom decision making.
- ❑ 4. Participates in his/her IEP on a regular basis starting at age 14 and earlier if desired.
- ❑ 5. Knows about guardianship and its implications.
- ❑ 6. Knows how to register to vote.
- ❑ 7. Will know how to register for the draft and do so at the appropriate age.
- ❑ 8. Is familiar with the rights/responsibilities associated with marriage.
- ❑ 9. \* Recognizes the important actions required in demonstrating citizenship; respecting the roles of members and leaders in a group; sharing responsibilities in a group; identifying ways to help others; respecting the individual right to express an opinion; and acknowledging that people think and act differently.
- ❑ 10.\* Compares rules in different groups for different situations (e.g. family, school, community).
- ❑ 11.\* Defines conservation in terms of ways citizens protect global resources with emphasis on reducing, reusing, and recycling.
- ❑ 12.\* Explains why communities have rules or laws and how they protect the rights and freedoms of individuals.
- ❑ 13.\* Explains the process of making rules and laws, enforcing laws, voting, and becoming a citizen.
- ❑ 14.\* Identifies the South Dakota state flag, song , flower, bird and nickname.

- ❑ 15.\* Identifies examples from South Dakota history of conflicts over rights, how the conflicts were resolved, the important people who helped resolve them, and conflicts that remain unsolved.
- ❑ 16.\* Describes how citizens of a democracy give the government authority to make decisions on their behalf.

**Goal 4 - ECONOMICS**

**Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.**

**Indicator 1: Analyze the economic impact of the availability and utilization of various resources on societies.**

**Benchmarks:**

- a. The student will be able to identify / recognize the jobs within the community and the goods and services associated with them.
- b. The student will be aware of the resources available to help access goods and services in the community.

**Functional Standards**

- ☐ 1. Explains what a job is.
- ☐ 2. Identifies jobs that people do.
- ☐ 3. Describes what tasks and equipment are required for various jobs in the community.
- ☐ 4. Distinguishes between goods and services.
- ☐ 5. Matches the goods and services found in the community with the people who provide those goods and services.
- ☐ 6. Identifies where various goods and services can be obtained in the community.
- ☐ 7. Accesses and uses goods and services provided in the community.
- ☐ 8. Recognizes technology and how it affects one's own and other people's lives.
- ☐ 9. Is able to use technology to access one's environment.

- ❑ 10. Understands what resources government helps to provide and how to access them.

**Indicator 2: Analyze the role of various economic systems in the social, political, and economic development of societies.**

**Benchmarks:**

- a. The student will be able to recognize / identify and demonstrate methods of exchange in society.
- b. The student will be able to recognize / identify and demonstrate personal money management.

**Functional Standards**

- ❑ 1. Demonstrates that he/she can use money or its equivalent to obtain goods and services (K-2).
- ❑ 2. Identifies various means of earning money or its equivalent.
- ❑ 3. Identifies various means of saving money or its equivalent.
- ❑ 4. Identifies goals for which saved resources will be used.
- ❑ 5. Identifies how others earn money.
- ❑ 6. Recognizes/identifies the impact of taxes.
- ❑ 7. Recognizes that one has to pay taxes when purchasing a good or service.
- ❑ 8. Recognizes that take home pay is less than gross pay.
- ❑ 9. Sets up a personal budget.

**Indicator 3: Analyze the complex relationships among economic, social, and political decisions.**

Not appropriate for functional standards.

